

**FAMILY AND CONSUMER
SCIENCES – FAMILY/CONSUMER**

**Indiana
State Approved Course
Titles and Descriptions**

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

FAMILY AND CONSUMER SCIENCES – FAMILY/CONSUMER

Content Standards for this subject area available at:

<http://www.doe.in.gov/octe/facs/>

Teacher Requirements for this subject area available at:

<http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Career pathway information for this subject area available at:

<http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

FCCLA

[Family, Career & Community Leaders of America](#) is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

High school FACS is organized into a variety of semester-long and year-long courses. [State-approved high school FACS courses](#) and the curriculum framework for each course provide guidelines for local FACS programs that focus on building strong and resilient individuals and families and helping students manage personal and family issues. The FACS course frameworks reflect the current vision and mission statements for Family and Consumer Sciences and the 2008 FACS National Standards and provide consistency among FACS programs across the state.

ADULT ROLES AND RESPONSIBILITIES (ADULT ROLES)

5330

Adult Roles and Responsibilities builds knowledge skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; financial management; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; relationship of technology and environmental issues to family and

consumer resources; and community roles and responsibilities of families and individuals. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is designed for students who may not have had other FACS classes and is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

- Recommended Grade Levels: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: <http://doe.in.gov/octe/facs/adultroles.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/adultroles.html>

ADVANCED CHILD DEVELOPMENT (ADVCHLDDEV)

5360

Advanced Child Development is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children. Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet needs of children, including children with a variety of disadvantaging conditions. Students will explore "all aspects of the industry" for selected child-related careers. Authentic applications are required through field-based or school-based experiences with children in locations such as observation/interaction laboratories, preschools, elementary schools, or daycare settings. Service learning experiences are highly recommended. A thoroughly documented student portfolio is required. This course is recommended for any student for enrichment and as a foundation for students with interests in any child-related career or profession.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: <http://doe.in.gov/octe/facs/advchilddev.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/advchilddev.html>

ADVANCED LIFE SCIENCE, FOODS (L) (ALS FOODS)

5072

Advanced Life Science, Foods is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the

composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

- Recommended Grade Level:
- Recommended Prerequisites: Two years of Core 40 /AHD/THD science course work
- Credits: A two semester course, one credit per semester
- A Core 40 life sciences course for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma Elective and Directed Elective course
- Academic content standards:
<http://doe.in.gov/octe/facs/advlifesci-foods.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/advlifesci-foods.html>

ADVANCED NUTRITION AND FOODS (ADV NTRN FD)

5340

Advanced Nutrition and Foods is a sequential course that builds on concepts from Nutrition and Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: In-depth study of daily nutrition and wellness throughout the life span; Acquiring, organizing, and evaluating information about foods and nutrition; Selecting and preparing nutritious meals; Safety and sanitation in food production; Meal planning and preparation for specific economic, psychological, and nutritional needs; Community and world food concerns, including scarcity and hunger; Advanced impacts of science and technology on nutrition, food, and related tools and equipment; Exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service learning activities are recommended.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: Nutrition and Wellness or permission of instructor
- Credits: One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in advanced nutrition and foods
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Content standards and competencies are defined
- Academic content standards: <http://doe.in.gov/octe/facs/chemfo&nut.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/chemfo&nut.html>

CHEMISTRY OF FOODS (CHEM FOOD)

5344

Chemistry of Foods is an integrated course that provides in-depth study of the application of science principles to scientific investigation of the production, processing, preparation, evaluation, and utilization of food. The course utilizes the scientific method to study scientific concepts and theories in the context of nutrition and foods. Students are expected to achieve academic standards and competencies from

chemistry, biochemistry, biology, and some physics at the analysis, synthesis, and evaluation levels in this specialized area of study. Students develop critical reasoning, mathematical, and writing skills through a variety of higher-level learning strategies and laboratory experiments that require measuring, recording, graphing, and analyzing data; predicting and evaluating laboratory results; and writing laboratory reports. The course highlights nutrition concepts and explores the various relationships between food science and nutrition. This course is recommended for all students regardless of their career cluster or pathway, in order to build science proficiencies in chemistry, physics and biology.

- Recommended Grade Level: Grade 11 or 12 or permission of instructor
- Recommended Prerequisites: Biology I and Chemistry I recommended
- Credits: A two semester course, one credit per semester
- Fulfills two physical science credits for the General Diploma.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma Elective and Directed Elective course
- Academic content standards: <http://doe.in.gov/octe/facs/chemfo&nut.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/chemfo&nut.html>

CHILD DEVELOPMENT AND PARENTING

5362

(CHLD DEV)

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (Schools offering this course for two semesters may title the course(s) "Child Development and Parenting 1" and "Child Development and Parenting 2", or they may use "Child Development" for one semester and "Parenting" for the other semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: <http://doe.in.gov/octe/facs/childdevelopparent.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/childdevelopparent.html>

CULINARY ARTS FOUNDATIONS (CULART FND)

5438

Culinary Arts Foundations is an exploratory course for students considering career pathways related to culinary arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways. Students are able to explore this industry in depth and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course. Students are expected to prepare for and obtain state-approved food handler certification. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with interest in career clusters related to culinary arts and food and nutrition. This course is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; science, engineering & information technology; education & training; and personal & commercial services.

- Recommended Grade Level: Grade 9 or 10 or permission of the instructor
- Recommended Prerequisites: Orientation to Life Careers
- Credits: One or two-semester career foundations/preparation course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: <http://doe.in.gov/octe/facs/culinaryfoundations.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/culinaryfoundations.html>
- Teacher Requirements: <http://doe.in.gov/dps/licensing/assignmentcode>

FAMILY AND CONSUMER SCIENCES (FACS) ISSUES AND APPLICATIONS (FCS ISSUES)

5336

Family and Consumer Sciences (FACS) Issues and Applications is an advanced-level, project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in family and community services at the local, state, national, or global/world level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through FCCLA student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a required student portfolio. This course is recommended for all students who are ready to pursue in-depth, independent study of FACS and/or FCCLA in the context of family and community services. It is especially appropriate for students with interest in human services, education, and other "helping" professions.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: Orientation to Life and Careers OR Interpersonal Relationships; Child Development and Parenting OR Human Development and Family Wellness OR Nutrition and Wellness, depending on area of concentration; or Permission of Instructor through an Application Process. Additional FACS courses and other course(s) related to topics studied

- Credits: One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in Family and Consumer Sciences
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: <http://doe.in.gov/octe/facs/issuesapplic.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/issuesapplic.html>

FASHION AND TEXTILES FOUNDATIONS (FSHNTX FND)

5380

Fashion and Textiles Foundations addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related equipment and tools; care and maintenance of textile products, equipment, and tools; impacts of technology; construction and alteration skills; contemporary issues, including global applications. Work-based, entrepreneurial, experimental, laboratory, and/or service learning experiences are to be included; and portfolio activities are required.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (May be taken for more than one year, with progressive advancement of content standards and technical skills each semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards:
<http://doe.in.gov/octe/facs/textiles.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/textiles.html>

HOUSING AND INTERIOR DESIGN FOUNDATIONS (HID FND)

5350

Housing and Interior Design Foundations addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are considered. The project-based approach in this course utilizes higher order thinking, communication, leadership, and management processes to integrate housing and interior design content. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources (including financing options and tax considerations) to provide shelter; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; exploration of housing-related careers. Applications through authentic settings such as work-based observations, internships, and service learning experiences (e.g., Habitat for Humanity) are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for any student for enrichment and as a foundation for

students with interests in any career or profession related to housing, interiors, and furnishings. It is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; art, A/V technology & communications; science, engineering & information technology; manufacturing & processing; business, management & finance; building & construction; education & training; health services; personal & commercial services; social & recreational services; law, public safety & security; and marketing, sales & promotion.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One credit per semester, one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- *Indiana Academic Standards for English/Language Arts and Mathematics and National Standards for Family and Consumer Sciences* have been integrated into this course.
- Academic content standards:
<http://doe.in.gov/octe/facs/housing.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/housing.html>

HUMAN DEVELOPMENT AND FAMILY WELLNESS (HUMAN DEV)

5366

Human Development and Family Wellness addresses development and wellness of individuals and families throughout the life cycle. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of human development and family wellness issues. Topics include human development and wellness theories, principles, and practices; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illnesses and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects, including adult care giving; contemporary family issues, including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues, including substance use/abuse and eating disorders; managing the family's health-related resources; community services, agencies, and resources; and exploration of human and family services careers. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- This may be a one-semester or two-semester course, depending on local needs and resources. Regardless of the length of the course, the emphasis is on the development and wellness of individuals and families throughout the life cycle.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is one of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: <http://doe.in.gov/octe/facs/humdevelwell.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/humdevelwell.html>

INTERPERSONAL RELATIONSHIPS

(INTRP RLT)

5364

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of interpersonal relationships. Topics include components of healthy relationships; roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- *Indiana Academic Standards* for English/Language Arts and Mathematics and *National Standards for Family and Consumer Sciences* have been integrated into this course.
- Academic content standards: <http://doe.in.gov/octe/facs/interpersonal.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/interpersonal.html>

NUTRITION AND WELLNESS

(NTRN WLNS)

5342

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None

- Credits: One-semester or two-semester course, one credit per semester.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Local programs have the option of offering a second version of the course that is focused more on the **fitness aspects** of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. A student may earn credits for both versions of the course. No waiver is required in this instance.
- Local programs may offer a version of this course for a specific student population, for instance, seniors who have never had a foods course. Such a course may be differentiated from the regular course offering by using a subtitle in addition to *Nutrition and Wellness*. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
- One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - see State Rule 511 IAC 6-7-6 (6)
- Academic content standards: <http://doe.in.gov/octe/facs/nutritionwell.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/nutritionwell.html>

ORIENTATION TO LIFE AND CAREERS (See *Planning for College and Career Success*) (LIFE CARRS)

5394

Orientation to Life and Careers addresses essential knowledge, skills, and behaviors all students need to live successfully in today's world. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of life and careers. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; decision making and organizational skills; and managing personal resources. The opportunity for ninth graders to develop Four-Year Course Plans can be included, based on local curriculum needs. Four-Year Plans should be developed with counselor participation. Personal and career portfolios should be developed or upgraded with the cooperation of others, especially the business and/or language arts teachers. This is a foundational course designed to teach knowledge and life skills that are essential for ALL high school students regardless of their career cluster or pathway.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the six FACS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)
- One of the two courses from which schools must choose one to teach at a minimum of once every year in order to qualify for state vocational funding - see State Rule 511 IAC 6.1-5.1-10.1 (c)
- Academic content standards: <http://doe.in.gov/octe/facs/orientlifecar.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/orientlifecar.html>

PERSONAL AND FAMILY FINANCE
(PRSFMFIN)

5484

Personal and Family Finance addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of managing individual and family finances and personal resources. Topics include analysis of personal standards, values, aptitudes, needs and wants, and goals; personal decision making; personal finance topics such as making money, banking, saving and investing, managing credit, managing risks and insurance; financial planning for daily needs now and for the future; integrating family, community, and career responsibilities into personal and family financial planning; consumer choices, rights, and responsibilities, and decision making related to meeting personal and family goals for nutrition and wellness, clothing, housing, and transportation. Applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is recommended for all students regardless of their career cluster or pathway, in order to build skills needed for assuming their roles and responsibilities as individuals and family members and in family and community settings. It is recommended as a core component of the four-year career plans for the career clusters of art, A/V technology & communications; business, management & finance; education & training; health services; personal & commercial services; social & recreational services; law, public safety & security; and marketing, sales & promotion.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: <http://doe.in.gov/octe/facs/familyfinance.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/familyfinance.html>

PLANNING FOR COLLEGE AND CAREER SUCCESS, HIGH SCHOOL LEVEL
(pending approval by the State Board of Education)

5394 or 5254

(PLN CCS)

Planning for College and Career Success, High School Level addresses the knowledge, skills, and behaviors all students need to be prepared for success in their college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.